DOCUMENT RESUME

ED 083 873 FL 004 660

AUTHOR	Gonzalez-Ravelo, Elena
TITLE	Spanish Shorthand--Theory, Business Education: 7707.12.
INSTITUTION	Dade County Public Schools, Miami, Fla.
PUB DATE	72
NOTE	20p.; An Authorized Course of Instruction for the Quinmester Program
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Bibliographies; *Business Education; *Course Content; *Course Descriptions; Course Evaluation; Course Objectives; Course Organization; Language Arts; Language Skills; *Spanish; *Stenography; Tests; Textbooks; Translation; Vocabulary; Word Lists
IDENTIFIERS	*Quinmester Program

ABSTRACT

This booklet describes a course of instruction on the theory of Spanish shorthand. Topics discussed include course description; course enrollment guidelines; course content; suggested procedures, strategies, and learning activities; evaluative instruments, and resources for students and teachers. An appendix contains a Spanish business vocabulary, brief forms and a key, and Spanish shorthand phrases. (SK)

FILMED FROM BEST AVAILABLE COPY

ED 083873

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

SCOPE OF INTEREST NOTICE
The ERIC Facility has assigned this document for processing to

In our judgement, this document is also of interest to the clearinghouses noted to the right. Indexing should reflect their special points of view.

AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

6 00

SPANISH SHORTHAND—THEORY

Business Education 7707.12
Foreign Language 7505.41
Spanish S 7509.79

FL 004

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

ED 083873

SPANISH SHORTHAND—THEORY

Business Education	7707.12
Foreign Language	7505.41
Spanish S	7509.79

Written by Elena Gonzalez-Ravelo
And Approved by the Business Education Steering Committee
For Quinmester Courses

for the

DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, FL 33132
1972

DADE COUNTY SCHOOL BOARD

Mr. William Lehman, Chairman
Mr. G. Holmes Braddock, Vice-Chairman
Mrs. Ethel Beckham
Mrs. Crutcher Harrison
Mrs. Anna Brenner Meyers
Dr. Ben Sheppard
Mr. William H. Turner

Dr. E. L. Whigham, Superintendent of Schools
Dade County Public Schools
Miami, Florida 33132

Published by the Dade County School Board

TABLE OF CONTENTS

I. COURSE TITLE 1

II. COURSE NUMBERS 1

III. COURSE DESCRIPTION 1
- Synopsis 1
- Status 1
- Textbook 1
- Occupational Relationships 1

IV. COURSE ENROLLMENT GUIDELINES 1
- Prior Experiences Needed 1
- Pretest 1

V. COURSE OF STUDY PERFORMANCE OBJECTIVES 1

VI. COURSE CONTENT 2
- Equipment and Supplies 2
- Pre-Shorthand Activities 2
- Techniques 3
- Fundamental Skills 3
- Spanish Brief Forms 3
- Word Derivatives 3
- Spanish Business Expressions 4
- Most Familiar Proper Nouns 4
- Vocabulary List 4
- Drills 4
- Warmups 4
- Dictation 5
- Transcription 5

VII. SUGGESTED COURSE PROCEDURES, STRATEGIES, AND LEARNING ACTIVITIES 5
- Suggested Teaching Methods 5
- Warmup Drills 6

VIII. EVALUATIVE INSTRUMENTS 9

IX. RESOURCES FOR STUDENTS 10

X. RESOURCES FOR TEACHERS 10

APPENDIX 12
- Spanish Business Vocabulary 13
- Theory 14
- Brief Forms and Key 15
- Spanish Shorthand Phrases 16

I. COURSE TITLE—SPANISH SHORTHAND—THEORY

II. COURSE NUMBERS—7707.12, 7505.41, or 7509.79

III. COURSE DESCRIPTION

A. Synopsis
Integration of English shorthand skills with Spanish shorthand characters; emphasis on Spanish brief forms, phrases, and abbreviations.

B. Status
Elective; may be used for Business Education, Foreign Language, or ESL credit.

C. Textbook
A book written in Spanish should be used. None is available on the state adopted list; the school will need to purchase a book such as the one listed in "Resources for Students."

A Student's Transcript should also be furnished each student.

D. Occupational Relationships
Bilingual Typists
Bilingual Receptionists
Bilingual Office Clerks
Bilingual Secretary, Junior

IV. COURSE ENROLLMENT GUIDELINES

A. Prior Experiences Needed
The student should have attained the objectives of Shorthand Dictation, Shorthand Basic Transcription, and a third level course in Spanish prior to enrollment in this course.

B. Pretest

V. COURSE OF STUDY PERFORMANCE OBJECTIVES

Upon successful completion of this course, students will be able to--

1. spell phonetically the words using the Spanish alphabet; emphasis should be given to the sounds of vowels and consonants of Spanish language;

2. distinguish between the phonetic accent and diacritic marks in words accented in the last, second from last, and third from last syllables: "agudas," "llanas," and "esdrujulas";

3. spell correctly given dictated Spanish words and use them correctly in Spanish sentences;

4. divide English and Spanish words correctly at the ends of lines;

V. COURSE OF STUDY PERFORMANCE OBJECTIVES, Continued

5. write Spanish shorthand brief forms and give the meaning of them in English;

6. write abbreviations and endings used in Spanish shorthand;

7. identify by underscoring all Spanish prefixes and suffixes in given sentences;

8. write in Spanish shorthand a given number of the most common phrases dictated at 8-second intervals;

9. read and write accurately Spanish shorthand outlines; and

10. transcribe at the typewriter from shorthand material dictated in Spanish at 60 words a minute for three minutes using correct Spanish form.

VI. COURSE CONTENT

A. Equipment and Supplies
   1. Basic
      a. For each student
         (1) Desk adjustable in height with ample writing surface
         (2) Chair with book rack, suitable for typing posture
         (3) Typewriter
         (4) Textbook and key
         (5) Shorthand notebook (2)
         (6) Paper for transcription
         (7) Pens
      b. Chalkboard--chalk
      c. Stopwatch, 60-second single sweep, silent stop
      d. Interval timer with bell
      e. Manual
      f. Brief form wall chart
   2. Supplementary
      a. Wall posture chart
      b. Hand position chart
      c. Overhead projector with roll attachment, and shorthand transparencies
      d. Pens for acetate writing
      e. Screen
      f. Tape recorders and cassette units with headsets (or multi-channel stations)
      g. Instructional magnetic tapes, correlated with the lesson materials
      h. Filmstrip projector

B. Pre-Shorthand Activities
   1. Arrangement of work area
   2. Readiness attitude

VI. COURSE CONTENT, Continued

C. Techniques
   1. Posture
      a. Erect sitting position
      b. Correct position of writing pad in relation to body
   2. Stroking
      a. Proper holding of pen (or pencil)
      b. Correct flipping of paper when writing on next page

D. Fundamental Skills
   1. Skills common to English and Spanish shorthand
      a. Writing of circles when curves occur
      b. Blending of consonants
      c. Blending of vowels
      d. Rules for rapid writing of strokes
      e. Rules for ending
      f. Rules for prefixes
      g. Rules for phrasing
   2. Main differences in Spanish and English shorthand
      a. Number of letters of alphabet
      b. Sound of "ñ"
      c. Mute "h"
      d. Blending of "m" and "ñ"
      e. Omission of final "o" when it is not accented
      f. The sound of "hie" and "ye"
      g. Gerund endings: "ando," "endo," "iendo"
      h. Verb endings: "amos," "emos," "imos," "aron," "ieron," "yeron"
      i. Verb endings "aba," and "ábamos"
      j. Verb forms: future indicative "are"; potential mood "arías," "aría"
      k. Enclitics: "ndoselos," "índonosla," "ándotelo," "ándomela"
      l. Omission of vowels in word endings
      m. Writing of compound endings: "atemente," "atísima," "entísimo," "entísima," "intemente," "antemente"
      n. Noun endings: "ción," and "cial"
      o. Combination of "ul"
      p. Beginning "kilo"
      q. Usages of brief form "fué" in words
      r. Usages of brief form "dia" in words
      s. Uses of prefixes "ad" and "al"
      t. Usages of other brief forms in word construction

E. Spanish Brief Forms
   1. Derivatives
   2. Compound
   3. Plural

F. Word Derivatives
   1. Endings similar to "miento"
   2. Brief forms used as prefixes

VI. COURSE CONTENT, Continued

G. Spanish Business Expressions
   1. Salutations
      a. Singular writer to plural addressee
      b. Plural writer to singular addressee
      c. Singular writer to singular addressee
      d. Plural writer to plural addressee
   2. Closing lines
      a. Singular writer to singular addressee
      b. Singular writer to plural addressee
      c. Plural writer to singular addressee
      d. Plural writer to singular addressee
   3. Most commonly used Spanish expressions used in business letters
      a. Acknowledging receipt
      b. Mentioning previous correspondence
      c. Using courteous phrases
      d. Practicing of similar phrases in English
      e. Using phrases with modifications

H. Most Familiar Proper Nouns
   1. Countries
   2. Cities
   3. Towns
   4. Months of the year
   5. Days of the week
   6. Coins

I. Vocabulary List
   1. Common business words used in--
      a. Importing
      b. Exporting
      c. Banking
      d. Transportation
      e. Manufacturing
      f. Retailing
      g. Wholesaling
   2. Written accent
      a. Accent in words of one syllable to distinguish their meaning from similar words
      b. Study of diacritical marks in words called "agudas," "llanas," and "esdrujulas"
   3. Division of words
      a. Syllabication of words
      b. Division of words at end of lines

J. Drills
   1. Grammatical
   2. Brief forms
   3. Recall

K. Warmups

VI. COURSE CONTENT, Continued

L. Dictation
1. Studied materials
2. New materials

M. Transcription
1. Printed material
2. Freshly dictated material
3. Gold dictation

VII. SUGGESTED PROCEDURES, STRATEGIES, AND LEARNING ACTIVITIES

A. Suggested Teaching Methods

The theory of Spanish shorthand is contained in the first 48 lessons of the textbook, Taquigrafia Gregg, Primer Curso (see Resources for Students). The remaining twelve lessons will provide a general review of words, phrases, brief forms and their derivatives, and graduated readings.

It is strongly recommended that students complete one textbook lesson a day during the first two to four weeks of the course to establish a pattern and an understanding of the different sounds in the Spanish writing of shorthand. Other lessons should be inserted as soon as the students are able to think, recognize the sounds, and write in Spanish shorthand. None of the lessons should be skipped even though they resemble the English shorthand lessons. Students need this background in vocabulary and skill.

The first lessons will be more difficult for students because they will have a tendency to spell and write the sound in English shorthand. If it is not possible to include all of the last 12 lessons, tell the students that they will be reviewed in the early part of the next quinmester course.

1. Using the chalkboard

Because students enrolled in this course have already attained the objectives of courses offered in English shorthand, they will be tempted to look only for the differences in writing. Therefore, at the beginning of the course emphasis should be placed on Spanish phonics. The teacher should spell the letters used in Spanish shorthand and write the characters on the board.

After the students have heard the spelling of the word in Spanish sounds, allow a few seconds for them to write the word just written on the board.

VII. SUGGESTED PROCEDURES, STRATEGIES, AND LEARNING ACTIVITIES, Continued

2. Timing of activities

The activities should be varied and done with a purpose.

a. This important part of learning should not take more than 5 or 7 minutes of each class period. If the students have followed the outlined procedure of spelling from the beginning they will be well acquainted with the Spanish shorthand writing and will be able to add to their skills without translating the sound or the word. The students should practice each word 2 or 3 times, or enough to master the mechanics of its writing.

b. Division of time allowed in class will vary daily.
   (1) unison reading
   (2) individual reading
   (3) dictation from graduated readings
   (4) reading back notes from shorthand notes without the aid of the book

3. Assigning daily activities

It is strongly suggested that the students be aware of the importance of preparing themselves for the next class in order to write the shorthand outlines without hesitation. Inasmuch as the material to be covered does not permit a prolonged period of time for one lesson, the students are urged to read the graduated readings at home, and to write them once or twice.

B. Warm-up Drills

To recognize the sound of each of the 29 letters of the Spanish alphabet and to encourage the students to read the sound in Spanish letters to enable them to increase their skills in writing sounds.

TYPE OF DRILL	PROCEDURE
1. Alphabetic drills	The students will read isolated letters written in longhand until all letters of the alphabet have been introduced.

2. Word drills
The teacher should demonstrate at the board the writing of new words and the sound of each letter used in writing a particular word in the following types of drills:

a. Consecutive drill	Students should be instructed to write each word a few times or as many times as it is necessary for them to be able to write and read back each word without hesitation.

VII. SUGGESTED PROCEDURES, STRATEGIES, AND LEARNING ACTIVITIES, Continued

TYPE OF DRILL	PROCEDURE
b. Spelling drill	Give the proper name of each Spanish letter; for example, the letter "m" should be spelled "eme."

3. Noun endings
To help students familiarize themselves with one of the many ways by which they will attain ease and speed in writing.

a. Omission of vowels	Students should practice different words that apply to the omission of the letter "o" when it is not accented at the end of a word.
b. Other vowel omissions	The same technique used in English shorthand is to be applied in learning the noun endings: as, "cial," "ción."
c. Similar endings	The student will find many endings that are written almost the same way in both languages, but the teacher should stress the importance of sounding each word in Spanish and writing the word in Spanish sounds.

4. Verb endings
To reinforce knowledge of verb endings in the three conjugations: "ar," "er," and "ir" endings, and to equip them with a shortcut in writing the long Spanish verb endings.

a. Present tense endings	Endings "amos," "emos," and "imos" should be continuously practiced by the students because verb endings are a great stumbling block for nonnatives and for users of poor grammar.
b. Future indicative	The ending "aré" and its plural, as well as endings for second and third conjugations, should be identified and learned after the students have understood the rule and following the teacher's writing on the board.

VII. SUGGESTED PROCEDURES, STRATEGIES, AND LEARNING ACTIVITIES, Continued

TYPE OF DRILL	PROCEDURE
c. Past imperfect	Endings "aba," and "íbamos" should be distinguished from words spelled similarly in Spanish but that do not constitute endings.
d. Verb lists	The learner should take a few minutes each day to practice the long verb endings in Spanish. A chart containing the different endings should be utilized by each student.
e. Enclitics	Once the student has learned the rules for adding variable object pronouns to personal pronouns, the teacher should dictate a number of enclitics from outside material. The textbook does not offer enough practice in these exercises for the training of bilingual stenographers if their rather limited background in business vocabulary is considered.

5. Brief forms
Next to the verb endings, brief forms constitute the key to building speed in writing the most common words in the Spanish language.

a. Spelling of brief forms	The teacher should introduce the brief forms by spelling them with the alphabetic sound of each letter; that is, use a vowel to accompany the consonant in question. For example, "inmediato" should be spelled "i," "eme," "a," "te." The students need to spell in this manner; they can write the brief form several times until it is clear to them.
b. List of brief forms	The student should make a list of all new brief forms introduced in the textbook. This will stress the fact that it is important matter. It provides a review every time they add to the list.
c. Dictation in context	Simple sentences using the new brief forms should be given to the students with the introduction of new brief forms.

VII. SUGGESTED PROCEDURES, STRATEGIES, AND LEARNING ACTIVITIES, Continued

TYPE OF DRILL	PROCEDURE
d. Reading of material	Ample practice should be allowed for students to read material containing brief forms. This reading should be assigned as home assignments inasmuch as a class period is not enough for the mastering of these shortcuts in writing shorthand.

6. Word derivatives
Helps students enhance their speed in writing and serves as a review of words that use a brief form as part of the words.

a. List of words	These practices should be kept to a minimum inasmuch as the new theory in the Diamond Jubilee Spanish Shorthand emphasizes less copying and more dictation of words in the context of a paragraph.
b. Writing outlines	Paragraph material should be copied once or twice at home, and more time should be devoted to the dictation of practiced material.

VIII. EVALUATIVE INSTRUMENTS

A. Pretest

The student will be tested on his skills in English Shorthand and on his background in the Spanish language. The student will:

1. translate into the English language a letter typed in Spanish;
2. transcribe a letter dictated in English at 70 words a minute for 3 minutes, using a given letter style; and
3. write, and spell correctly in English, words dictated in Spanish.

B. Final Evaluation

This evaluation should encompass all of the performance objectives in this course. A suggested test on each part, with its respective key, is located in the Appendix. The student will be tested at the completion of this course on these major parts:

1. Spanish business vocabulary
2. Theory on word derivatives, suffixes, and prefixes
3. Brief forms
4. Spanish shorthand phrases
5. Dictation and transcription

IX. RESOURCES FOR STUDENTS

A. Books

Ferrari C., Ada Maivis; González E., Debora María; Barrera Elvira Ruth; y Macia, Matilde. Técnica Mecanografica, Segunda Edicion. Publicado por South-Western Publishing Co., Cincinnati.

Gregg, John Robert, y Maelsig, Otto. Taquigrafia Gregg, Primer Curso. Edicion Diamante. Libros McGraw-Hill de México, S.A., de C.V., 1969.

Gregg, John Robert, y Maelsig, Otto. Clave de la Taquigrafía Gregg, Primer Curso. Edicion Diamante. Libros McGraw-Hill de México, S.A. de C.V., 1969.

Gregg, John Robert, y Maelsig, Otto. Frases y Palabras de Uso Más Frecuente en Taquigrafía Gregg. Edición Diamante. Libros McGraw-Hill de México, S.A. de C.V., 1970.

Revilla, Santiago. Gramática Española Moderna. Teoría y Ejercicios. McGraw-Hill Inc., España, 1968.

B. Newspapers

Diario de las Américas. Miami, Florida. Daily.

X. RESOURCES FOR TEACHERS

A. Books

Gregg, John Robert, y Maelsig, Otto M. Manual del Instructor Taquigrafía Gregg, Primer Curso. Edición Diamante. Libros McGraw-Hill de México, S.A. de C.V., 1969.

Gregg, John Robert, y Maelsig, Otto. Taquigrafía Gregg, Primer Curso. Edición Diamante. Libros McGraw-Hill de México, S.A., de C.V., 1969. (Teacher editions, keys, and handbooks available)

Gregg, John Robert, y Maelsig, Otto. Clave de la Taquigrafía Gregg, Primer Curso. Edición Diamante. Libros McGraw-Hill de México, S.A., de C.V., 1969. (Teacher editions, keys, and handbooks available)

B. Supplementary Book

Alexander, Robert J. Latin America, A Scholastic World Affairs Multi-Text. New York: Scholastic Book Services, Division of Scholastic Magazines, Inc., 1967.

X. RESOURCES FOR TEACHERS, Continued

C. Magazines and/or Periodicals

Business Education World. Gregg Division of McGraw-Hill Book Company. "Business Education South of the Border." Vol. 50, Number 5, March-April, 1970.

Business Education World. Gregg Division of McGraw-Hill Book Company. "Bilingual Education for Office Occupations," by Maxine Emery. Vol. 51, Number 3, January-February, 1970.

Business Teacher. Gregg Division of McGraw-Hill Book Company. "The Systems Approach in Office Practice" by Fred C. Archer. Vol. 46, Number 3, January-February, 1969.

Business Teacher. Gregg Division of McGraw-Hill Book Company. "New Era in Filing Practice," by Jeffrey Robert Stewart, Jr., Vol. 46, Number 4, March-April, 1969.

The Balance Sheet. Cincinnati: South-Western Publishing Co. Monthly, October through May.

APPENDIX

SPANISH BUSINESS VOCABULARY

The students will write in longhand the following list of terms. Proper spelling and diacritical marks, when needed, are to be used.

1. afectísimos
2. conocimiento de embarque
3. herramientas
4. fábrica
5. registros
6. agente
7. de veras
8. consignatario
9. incurrir
10. rehusaría
11. quedaré muy agradecido
12. suscripción
13. mercancía
14. cotizar
15. ojalá
16. folleto
17. consiguiente
18. innecesario
19. excursión
20. eficaz
21. fácilmente
22. gerente
23. sírvanse
24. anuncios
25. sugerencias

THEORY

Dictate the following words at six-second intervals.

1. fácilmente
2. exhibición
3. ocasión
4. completamente
5. deberíamos
6. suceso
7. concedemos
8. hago, algo, agosto
9. insuperable
10. había
11. viajantes
12. tampoco
13. adquirir
14. denunciar
15. observación
16. ordenar
17. gobernar
18. alimento
19. documento
20. idea
21. línea
22. administración
23. adyacente
24. diccionario
25. Sudámerica
26. Brasil
27. abril
28. diciembre
29. miércoles
30. Montevideo
31. periódico
32. grandioso
33. normalmente
34. ferrocarrilero
35. también
36. tiempo
37. depositar
38. debajo
39. pienso
40. envolver
41. eminencia
42. inmundo
43. mamey
44. miembro
45. durmiendo
46. reciente
47. posible
48. fuísteis
49. ganga
50. persistir

BRIEF FORMS

Dictate the following brief forms at six-second intervals.

1. bien
2. compañia
3. carta
4. hora
5. nuestro
6. nosotros
7. mejor
8. trabajo
9. cuando
10. cual
11. parecer
12. nada
13. mercancía
14. importante, importancia
15. agradeceré
16. fué
17. correcto
18. doctor, durante
19. oficina
20. encontrar
21. palabra
22. surtir
23. acordar
24. despacho, después
25. oportuno, oportunidad
26. necesario, necesidad
27. referencia
28. momento
29. regla
30. progreso
31. probable
32. correspondencia
33. responsable
34. satisfactorio, satisfaccion
35. inmediato
36. objeto
37. público
38. reclamar
39. organizar
40. todavía
41. favor
42. agradecer
43. verdad
44. oferta
45. posición
46. cantidad
47. embarcar
48. tonelada
49. cumplir
50. etcétera

SPANISH SHORTHAND PHRASES

Dictate the following Spanish business phrases at eight-second intervals.

1. estimados señores
2. estimados señores y amigos
3. muy estimados amigos
4. estimados señores nuestros y amigos
5. me suscribo de Ud., atento y seguro servidor
6. muy estimado amigo nuestro
7. quedo de Ud., atento amigo y seguro servidor
8. muy estimados señores y amigos
9. nos repetimos de Ud., atentos amigos y seguros servidores
10. muy atentamente
11. somos de Uds., afectísimos atentos y seguros servidores
12. seguros servidores y amigos
13. muy señor nuestro
14. muy señores nuestros
15. los siguientes
16. puesto que
17. los cuales
18. despues del
19. en la cantidad de
20. en la seguridad de que
21. antes de que la
22. lo más pronto posible
23. mes en curso
24. a causa de las
25. según su